

Reading Toolkit: Grade 3 Objective 3.A.7.f

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 7. Identify and describe the author's use of language

Objective f. Identify and explain repetition and exaggeration

Assessment Limits:

Specific examples of repetition that affect meaning

Specific examples of repetition that affect meaning

Specific examples of exaggeration

Specific examples of exaggeration

Alliteration

Alliteration

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Advanced/Gifted and Talented Reading Grade 3 Objective 3.A.7.f

Other Objectives Addressed

- a. Identify and explain how the use of dialogue contributes to a story
- b. Identify and explain specific words and phrases that contribute to meaning
- c. Identify and explain words and punctuation that create tone
- d. Identify and explain figurative language
- e. Identify and explain language that appeals to the senses and feelings

Instructional Task

The students will identify and describe the author's use of language in tall tales. The students will use dialogue, figurative language, repetition, exaggeration, and other techniques to create tall tales, using themselves as the main characters. The students will then create movie posters to advertise their tale tales and share them in a gallery walk (synthesis).

Development of Task

1. The teacher will model how the author's use of language, especially exaggeration, adds to comprehension of a tall tale. The teacher will read aloud a tall tale picture book without stopping for discussion (auditory learning style). The teacher will reread the same text, this time, thinking aloud about the characteristics of a tall tale: larger than life or superhuman main character, problem solved in an outrageous or humorous way, exaggerated details, and characters who use everyday language.
2. Students will read tall tales of appropriate complexity to identify and explain how the author's use of language adds to their comprehension of the story (analysis). The students should look for examples of the author's use of language including dialogue, specific words and phrases that contribute to meaning, and figurative language. Students may use the chart "Author's Use of Purposeful Language" to organize their ideas (Objectives a - f).
3. In preparation for writing a tall tale, the teacher will ask students to generate a list of character traits that describe them. The teacher will share a personal character trait and model how an author would exaggerate that trait in a tall tale (intrapersonal intelligence).
4. Students will write a tall tale with themselves as the main character, using purposeful language to create the characteristics of a tall tale.
5. Students will share their drafts with peers in editor groups. The peer editors will make suggestions for improvements based on the effective use of purposeful language to create a tall tale (evaluation).
6. Students will create movie posters using language purposefully to promote their tall tales. They will share their posters and tall tales in a gallery walk (visual-spatial intelligence).

Author's Use of Language

Author's Use of Language	Example in story	How does this add to my understanding?
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dialogue specific words and phrases that contribute to meaning. words and punctuation that create tone. figurative language language that appeals to the senses and feelings. repetition and exaggeration.		
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Lesson Seeds

Reading Grade 3 Objective 3.A.7.f

Activities

The teacher should instruct students about the meaning of exaggeration and that its use in literary text can add humor, make a point about a particular subject, or add life or vibrancy to the text. Next, the teacher should provide students with portions of multiple texts where exaggeration is used. Place students in small groups. As group members read the portions of text, they should note the exaggeration/s and decide for which reason the author used exaggeration. General class discussion should follow the small group activity where all findings are shared.

Prior to reading a literary text, the teacher and students should brainstorm all plausible ideas why an author might choose to repeat a word, phrase, or sentence throughout his/her text. As students read the assigned text, they should post-note any repetitions in the text. After reading is complete, students and teacher should return to the list previously created, and determine which if any of the ideas listed there reflects the purpose of the author's use of repetition.

The teacher should preview multiple literary texts by the same author to verify that this author uses either repetition or exaggeration in both texts. After locating two texts that match this profile, students will be instructed to read both texts noting uses of repetition and/or exaggeration. After reading is complete, each student is to be placed with a partner. They will share their findings and determine how the repetition and/or exaggeration assist in the development of a narrative element/s in the text.

The teacher should find a literary text where the use of repetition establishes a pattern that organizes and holds that text together. The teacher and students should read the text together with the teacher stopping at intervals to note the pattern of repetition in the text. After the reading is complete, the teacher and students should review the text and discuss how repetition serves as an organizing feature.

Clarification

Reading Grade 3 Indicator 3.A.7

To show proficiency of the skills stated in this indicator, a reader will be able to identify, describe, analyze, and evaluate an **author's use of language**, specific words or phrases that contribute to the meaning of a text, or to the creation of an author's style. Author's style is the way an author uses language to express his/her thoughts. This may include word choice, figurative language, and literary devices. These words and phrases are purposeful and appeal to the emotions, the intellect, and the senses. When used with other text elements, they assist readers in constructing meaning of an entire text.

To identify and explain how dialogue contributes to a narrative, a reader should know that one way character is revealed is by what a character says and what other characters say about him/her. Those words an author selects for a character to say or have said about him/her are part of the development of that character. Since characters move the plot of a narrative or are moved by the plot, the growth of that character through dialogue also directly affects the movement of the plot.

To identify, explain, and analyze the role of specific words and phrases that contribute to meaning and create style in a literary text, a reader should be aware of the different types of specific words and word groupings in texts or portions of texts that establish tone, develop character, and create style. A reader can use these specific words and phrases to construct meaning from a text by clarifying their purpose and examining their implications.

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| • Significant Words | words that are necessary to a reader's understanding of a text |
| • Denotation | literal, dictionary meaning of a word |
| • Connotation | idea or feeling associated with a word in addition to its literal meaning |
| • Multiple Meanings | words that have acquired additional meanings over a period of time |
| • Idiom | phrase whose meaning cannot be understood from the literal meaning of the words in it
Hold your tongue is an English idiom meaning keep quiet. |
| • Colloquialism | familiar, informal everyday talk Movies is an informal term for the more formal term cinema. |
| • Dialect | a form of language spoken in a particular place by a particular group of people |
| • Word/Phrase Patterns | patterns of words and phrases involving how something is said that supersedes what is said. These word patterns or phrases joined with word choice create style such as humorous, serious, mysterious etc... |

To identify, explain, analyze, and evaluate words and phrases that create tone in a literary text, a reader must first know that tone expresses an author's attitude toward his or her subject.

"Listen to me!" yelled Cory. "I thought of something, but I need your help." Elisa wiped the tears from her face. "I'm going to lie down on the ice and try to crawl to Minnie. You lie down behind me and hold my ankles. Don't let go, no matter what, and don't stand up. Understand?" Elisa nodded sniffing.

from "The River" by Yetti Frenkel

The underlined words help a reader determine the urgent tone of this text.

Many readers use the words tone and mood interchangeably. However, mood refers to the atmosphere of a text.

Outside Eric's bedroom window the January blizzard raged. Treetops swayed dangerously as gusting winds sculpted snow into huge drifts.

from "Sierra Oscar Sierra" by Lynn Murray

The underlined words help a reader determine the perilous mood of this text.

The language, punctuation, and details a writer chooses help create the tone which could be serious, playful, angry, sad, etc...In addition to specific word choices the inclusion of specific punctuation helps relay an author's attitude. A reader identifies words or phrases in a text that, in conjunction with the content of the text, signal the author's attitude. For example, in a comic text about a mistaken identity, an author may point out a ludicrous appearance or behaviors of a character to create a light-hearted tone. Once those words have been identified, a reader can tell why those words create a specific tone. Ultimately a reader can examine how an author chooses specific words to create a specific tone. A critical reader evaluates the language choices, the intent of the author, and the purpose of the text to determine the quality of tone.

To identify, explain, analyze, and evaluate figurative language in a literary text, a reader must first know different types of figurative language in texts or portions of texts. In simpler texts figurative language can clarify or intensify descriptions. In more complex texts figurative language can create style, establish symbolism, and allow critical readers to view people, settings, and ideas in new ways. A close reading of a complex text involving attention to figurative language and its effect on meaning helps a reader to understand a text from the literal to the critical.

- Simile
stated comparison of two things that have some quality in common using the words like or as
- Metaphor
stated comparison of two things that have some quality in common not using the words like or as
- Personification
stating that an inanimate object has lifelike characteristics
- Onomatopoeia
words whose sound suggest their meaning

To identify, explain, and analyze sensory language that contributes to meaning in a literary text, readers must identify those words and phrases in a text that appeal to the senses of sight, smell, hearing, taste, and touch. Next, readers must explain how sensory language evokes those particular senses and makes a story or description become real. From this a critical reader can discern how sensory language assists a reader in having a clear picture of characters and settings which, in turn, allows a reader to understand a text fully. In more

complex texts sensory language is a component of style. For example, language that evokes the senses could be how an author relays his/her story or theme. The use of symbolism, irony, and allusion in a literary text adds layers of meaning to a text.

- Symbolism

using a person, place, object, or action that stands for something other than itself

- Irony

the contrast between what is expected will be said or done and what actually is said or done

- Allusion

a reference to a famous person, place, event, or work of literature

Symbolism, verbal and situational irony, and literary allusion can be composed with sensory language. An author's choice of language creates tone, and those language choices could include symbolism, irony, and allusion. A critical reader notes the use of sensory language, determines its use in a narrative, and is able to judge its effect on the meaning of a literary text.

To identify, explain, and analyze elements of style and their contribution to the meaning of a literary text, a reader must understand the elements that create style. Since style is the way an author expresses him/herself, use of these elements creates a unique means of expression.

• Repetition	technique where a sound, word, or phrase is repeated for effect
• Hyperbole	statement where truth is exaggerated for effect
• Alliteration	repetition of consonant sound at the beginning of a word
• Understatement	technique where what is said is intentionally less than what is complete or true
• Rhetorical Question	question asked for effect where no answer is expected

A critical reader notes the types of stylistic elements an author employs and determines a purpose for their use. Through stylistic elements, a reader's attention is drawn to certain statements or ideas which assist in constructing meaning of a literary text.